CHAPTER I

INTRODUCTION

This chapter is designed as a general introduction to the topics discussed in this thesis. The writer clarifies some points of introduction, those are being the background of the study, the research problem, the research objective, the significance of the study, the limitation of the study and the definition of key terms.

A. Background of the study

Reading is the ability that every individual has in this world. It is useful for developing our mind to get knowledge, increase our ideas, and understand the contents of a literature. It is appropriate for student, who should be diligent readers, thus there is no missed information. However, everyone has a different interest in reading, but the majority of Indonesians have a low interest in reading, according to PT KBI Fajar Wibhiyadi, cited in Agustian (2022), real efforts from various parties are needed to collectively read books. Furthermore, the effort to encourage students to enjoy reading is crucial. The researcher found the data from the Central Statistics Agency in 2022. With a reading time of 4-5 hours per week and 4-5 books per quarter, Indonesians have an overall reading interest level of 59.52, while Indonesia's population of about 200 million. That is very low for Indonesians' interest in reading.

The researcher investigates students with high education who hold the position of "fresh graduate" in the English department and whose reading position is already identical to academic reading in this study. In a education system that is continually changing educational system, English has quickly become one of second langugaes in Indonesia. The reasearcher obtains English education from academic reading subjects in which all printed and electronic books are in English. Thus, English learners should be able to communicate or read in English. Hence, as higher students must struggle to build knowledge when we are given the opportunity to study or receive an education, we may prove our ability by reading. It aims to help them increase their reading, but many perceive that their interest in reading is poor because of difficulties in vocabulary, grammar, and sentence comprehension. It would be ideal if learning a language was followed by proper and correct reading, especially understanding of strategies in learning reading.

The development of reading is a goal of higher education. Besides, learning language needs reading strategies, which are important for involving students actively and systematically (Oxford, 1990). Its purposes are to increase communicative competence, which is effective, and practice ourselves in reading. Some researchers have proven that being a good reader requires them to develop strategies for reading because they are required to be able to understand the contents or rapidly read the book. As a result, they can be experts in creating books or have a wealth of knowledge and information that will be useful in the future. In learning language, the

researcher uses strategies of reading that the theory of Oxford (1990, p. 37-187), there are six stretegies that important to learn in reading: memory, cognitive, compensation, metacognitive, affective, and social strategies.

Many researchers have reviewed studies on reading strategies. In this section, the study focuses on previous studies to see how far the strategies of readingfield has been researched and what limitations are present. In earlier studies, it was separated into four sections, in the following are: First, Pratidina (2021), investigated and described critical reading strategies used by students. Second, (Alfiani, 2019), aimed to obtain a proportion (frequency and percentage) of each type of English learning strategies conducted by students. Third, Aslam (2018), conducted the research about reading comprehension strategies in English for students. Fourth, Hidayat (2021), determined the types of critical reading strategies that they employ while instructing students in reading. Therefore, the researcher simply exists and takes up space. This is a technique for reviewing theses written by higher education institutions to assist them in creating scintific writing.

The purpose of this study is to explore strategies in learning reading that are applied by students and which strategies are most generally or commonly used by students' strategies in learning reading. The researchers will explain many types of strategies in learning reading after analizing the methods employed by the students. Strategies of reading help students read more quickly, accurately and fluently because, otherwise, reading is easier if they know shortcuts or quick methods to read. This is defined as the process that students will not be lazy to read books because strategies of reading

gives them a lot of information that turn into knowledge.

B. Research Question

According to the background of the study above, the writer proposes that the following research question arebe answered:

A. What kinds of strategies are used by students in learning reading at IAIN Kediri?

B. What strategies are mostly used by students in learning reading at IAIN Kediri?

C. Objective of The Study

Based on the research question, the writer has a goal that will be exposed by completing this research. The aims of this research are:

A. To find out kinds of strategies are applied by students in learning reading at IAIN Kediri.

B. To find out the strategies are mostly used by students in learning reading at IAIN Kediri.

D. Significance of The Study

The findings of this research, entitled "An Analysis on Higher Education Students' Strategies in Learning Reading at IAIN Kediri" were expected to benefit both the reader and the researcher.

The writer believes that the study will deliver some knowledge, give more information, and give understanding about the content of this research about strategies in learning reading.

Furthermore, the writer expects that this research will be benefit and understand in current studies on the analysis of strategies in learning reading. And the researcher assumes that this study can offer a resource or reference for anyone interested in analyzing strategies in learning reading.

F. Scope and Limitation

To keep going on the research, the main thing is the data that will be analyzed. This study focuses on analyzing students' strategies in learning reading and the most strategies are used in learning reading. The researcher collects data through the questionnaire. This research is limited for English Department at IAIN Kediri.

G. Definition of key term

1. Reading

Reading is a term that may produce knowledge since when we read, we always develop a better understanding, whether it is through social media or print media. It may be advantageous if someone enjoys reading and has a strong intention to switch reading into a beneficial activity.

2. Higher education students

A higher education student is anyone who attends a school or institution that focuses on talent development. Students with intelligence in their s can take advantage of this opportunity. The competition among students is fierce. If we get the highest grades, the college will appreciate that by giving us a scholarship. A student with a higher education will be guaranteed to get job in the highest position, but it depends on where we work.

3. Strategies in learning reading.

Reading has any strategies that set of methods used by the reader to understand the meaning of words, and readers have some ways to make them enthusiasts in reading comprehension. In this method, we are going to discuss the way we catch a sentence through several strategies of reading, there are six stretegies that important to learn in reading such as memory strategies that sudents save memory through reading that explains practical knowledge that is familiar or natural information, cognitive strategies are crucial, and all of these ways are regulated by the learner's adjustment from reading, compensation strategies help learners employ reading skill for processing or comprehension that is otherwise implicit or puposively ambiguous, metacognitive strategies are behaviors that go beyond reading and provide students with a method for controlling their own learning in reading, affective strategies which are widely used by good reading learners to manage their emotions and attitudes toward reading and social strategies that described the beneficial for human

interaction. In this research, we are going to analyze the strategies of reading because every human has a reading technique; thus, reading also has a rule that can be followed seriously and correctly without any obstacles.